





Chapel Street  
Community Primary School

## RE and World Views, Ethics and Values Policy

<b>Approval date</b>	December 2023	
<b>Review frequency</b>	Triennial	
<b>Date of next review</b>	December 2026	
<b>Signed by Headteacher</b>	Ella Hughes	
<b>Signed by Chair of Governors</b>	Tim Wheeler	

Document control	
<b>Policy title</b>	Religious Education and World Views, Ethics and Values Policy
<b>Last reviewed</b>	1/12/23
<b>Written by</b>	RE Lead & Curriculum Lead
<b>Approved by</b>	Headteacher
<b>Approval date</b>	1/12/23
<b>Recorded at</b>	Full Governing Body
<b>Date of meeting</b>	13/12/23
<b>Staff consultation</b>	N/A
<b>Review frequency</b>	Triennial
<b>Date of next review</b>	December 2026
<b>Status</b>	Non-statutory
<b>Published on website</b>	Yes
<b>Main amendments as part of this review / update</b>	<ul style="list-style-type: none"> <li>Updated with changes to whole school Curriculum.</li> </ul>
<b>Links to statutory guidance</b>	<ul style="list-style-type: none"> <li>Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five</li> <li>The National Curriculum in England – Key Stages 1 and 2</li> </ul>
<b>Links to non-statutory guidance</b>	<ul style="list-style-type: none"> <li>The Key – model policy advice</li> <li><a href="https://www.oxford-grove.bolton.sch.uk/information/curriculum/">https://www.oxford-grove.bolton.sch.uk/information/curriculum/</a> Model policy</li> </ul>
<b>Other documents / resources used in the writing of this policy</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Related policies</b>	<ul style="list-style-type: none"> <li>Teaching and Learning Policy</li> <li>Feedback and Marking Policy</li> <li>Assessment Policy</li> <li>SEND policy</li> </ul>



### Vision & Missions statement

Making a difference and achieving excellence for every child.

### School values

- Growth – *We go beyond what is expected to continually improve standards and deliver ambitious outcomes.*
- Respect – *We do the right thing for our children.*
- Inclusion – *We care about people as individuals.*

You can find out more about school on our website: <https://www.chapelstreetprimary.co.uk/>

If you have any questions about the content of this policy:

- If you are a member of staff – speak with your line manager or a member of the leadership team
- If you are a parent / carer – contact the school office on 0161 224 1269
- If you are another interested party – contact the school office on 0161 224 1269

## Justification.

At Chapel Street, Religious Education and World Views has an essential role to play in preparing children to be informed, respectful members of society who celebrate diversity and strive to understand others. RE and World Views allows children to explore what people believe and the difference this makes to how they live. Exploring religion, non-religious beliefs and World views in a depth through a progressive curriculum helps the children gain knowledge, understanding and skills needed to handle the big questions about life raised by religion and beliefs. They can make sense of the world around them whilst reflecting on their own ideas and ways of living. Our curriculum contributes to the creation of a cohesive community and we encourage all staff and pupils' to take pride in their heritage and treat all religions and beliefs with equal respect. This includes non-religious beliefs. We value the links which are, and can be made, between school, home and local faith communities. We use the agreed local SACRE syllabus as the basis of our curriculum to ensure that we meet our obligations to provide Religious Education under the 1988 Education Act. If any parent wishes to withdraw their child from Religious Education and / or Acts of Worship, they must express this in writing to the Head teacher who will then negotiate with them alternative arrangements.

## Intent.

1. To enable children to make sense of a range of religious and non-religious beliefs.
2. To help children to understand the impact and significance of religious and non-religious beliefs.
3. To allow children to make connections between religious and non-religious beliefs, concepts practices and ideas studied.
4. To enable children to learn through the teaching of Christians, Muslims, Jews and Hindus alongside non-religious views.
5. To provide an engaging and progressive curriculum that stimulates interest and encourages questioning.
6. To promote spiritual, moral, social and cultural development and citizenship.
7. To develop and support a sense of community cohesion and celebration of diversity.
8. To enable children to understand the importance of key British Values when learning about religious and cultural diversity.

## Implementation.

1. Children will begin the teaching of Religious Education in EYFS, they will encounter Christianity and other faiths as part of learning about themselves and their community.
2. During their time in Key Stage 1, the children will learn about Christianity and Judaism building on their prior knowledge from EYFS.
3. As the children move through Key Stage 2, they will deepen and embed their knowledge by continuously building on the foundations set in the previous year group. They will continue to learn about Christianity and Judaism and will be introduced to Islam and Hinduism alongside non-religious views. As the children reach Upper Key Stage 2 they will also be introduced to Humanism and will explore the key question "Racism- How can religion help?"
4. This agreed syllabus has been created by SACRE and has been planned to encourage revisiting core concepts to deepen and embed the children's learning to enable them to progress and have a strong understanding of Religious Education.
5. On appropriate occasions, there will be opportunities for the children to learn through special visitors and visiting places of worship to engage their interests.
6. To enhance learning, the children will experience religious objects during teaching times to strengthen their knowledge and understanding of religions taught.
7. There will be cross curricular links throughout topics to support children's development across a range of subjects. The children will be asked to retell stories, present their ideas through thoughts and feelings.
8. A full range of teaching styles including managing various groups of children (individual, paired, small group and class work) will be monitored for appropriate differentiation to support all children including those with special educational needs and English as an additional language.

## Impact.

During their time at Chapel Street, children will be able to make sense of beliefs and concepts by understanding why traditions are carried out by developing skills of interpretation. They will be able to examine how and why people put their beliefs into practice in diverse ways in their communities and in the wider world. Through the teaching and learning of Religious Education and World Views, children will make connections by evaluating, reflecting and connecting the beliefs and practices studied through challenging them. This will be done through an engaging curriculum which promotes excellence and enjoyment. It will have a strong presence within the school through displays and assemblies.

## Cross Curricular Links.

The school will teach Religious Education and World Views through a systematic and thematic approach, teaching Religions and beliefs one at a time before comparing them at the same time. Literacy skills will be developed during lessons through reading, acting and retelling parables and other religious stories and through using specific vocabulary and technical terms. Opportunities to use ICT in ways that will enhance children's learning in Religious Education are indicated in several themes and links will also be made in PSHE, art, drama and dance - linking topics when and where appropriate.

## Planning and Curriculum Content.

The school has adopted the MSSTT Agreed Syllabus for Religious Education (2022-2027). The Long Term Planning Framework is fixed as are the Medium Term Units of Work within it. To further support the medium-term planning, we use the RE Today scheme which provides short-term planning to supplement the MSSTT agreed syllabus. Each unit has clear end points, as well as activating prior knowledge and forming links between key concepts.

In Early Years, our curriculum is written in accordance with the 'Statutory framework for the Early Years Foundation Stage' and Development Matters. The curriculum area of RE is within the Understanding of the World area of learning. RE in Reception, is taught in group carpet sessions, following the MSSTT agreed syllabus. Across the Early Years, children have access to a variety of resources to support continued exploration, investigation and discussion during continuous provision.

## Recording & Assessment.

Assessment of the quality of children's work and rate of progress will be through teachers' careful observations of the progression of learning and final pieces of the children's work. The subject lead will also examine a range of children's work to ensure delivery, high standards and progression using the Assessment tools provided with the agreed syllabus. In Key Stage One and Key Stage Two, assessment of children's attainment will be carried out by moderation of children's work between class teachers. Judgements will be made against National Curriculum Attainment Targets and recorded on teachers' assessment sheets as to whether the children have met or have not met the attainment targets. Children in the Early Years Foundation stage will be assessed against the Early Learning Goals. The Subject Leader will analyse this data at the end of each topic and summative assessments will be conducted at the end of the academic year to monitor standards across all year groups.

## Resources.

Resources to support the teaching of Religious Education are saved on the Teacher Drive under "RE" - current year-year group- term. There is also a master folder of the MSSTT Agreed Syllabus in the subject leader's classroom. This contains all of the planning for Reception to Year 6 for the school year. This can be used to photocopy from but must remain with the subject leader at all times. The resources are accessible for teachers and TA's to use to enhance the learning throughout the topics they are teaching. These will be updated and enhanced through annual audits which will lead to the purchase of Religious objects for particular areas of study.

## Professional Development.

The school will ensure that teachers and subject leaders have access to regular continuing professional development that refreshes their own knowledge of religion and beliefs and keeps them up to date with developments with the

Agreed syllabus. Areas for development will be identified through CPD meetings and staff audits and will be planned accordingly to support staff with model lessons.

### SEN and Equal Opportunities.

Our school will aim to provide for children with Special Needs with a curriculum which allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability grouping as appropriate.

### Children with English as an additional language (including INA's)

We will try to ensure that children who have English as a second language will be given extra support in class to enable them to gain the knowledge, understanding and skills set out in the locally agreed syllabus. This may be through peer support or small group work.

### Health & Safety

DBS information will be checked and carried out by the school office before any RE workshops in school. Risk assessments will be carried out before any RE trips.